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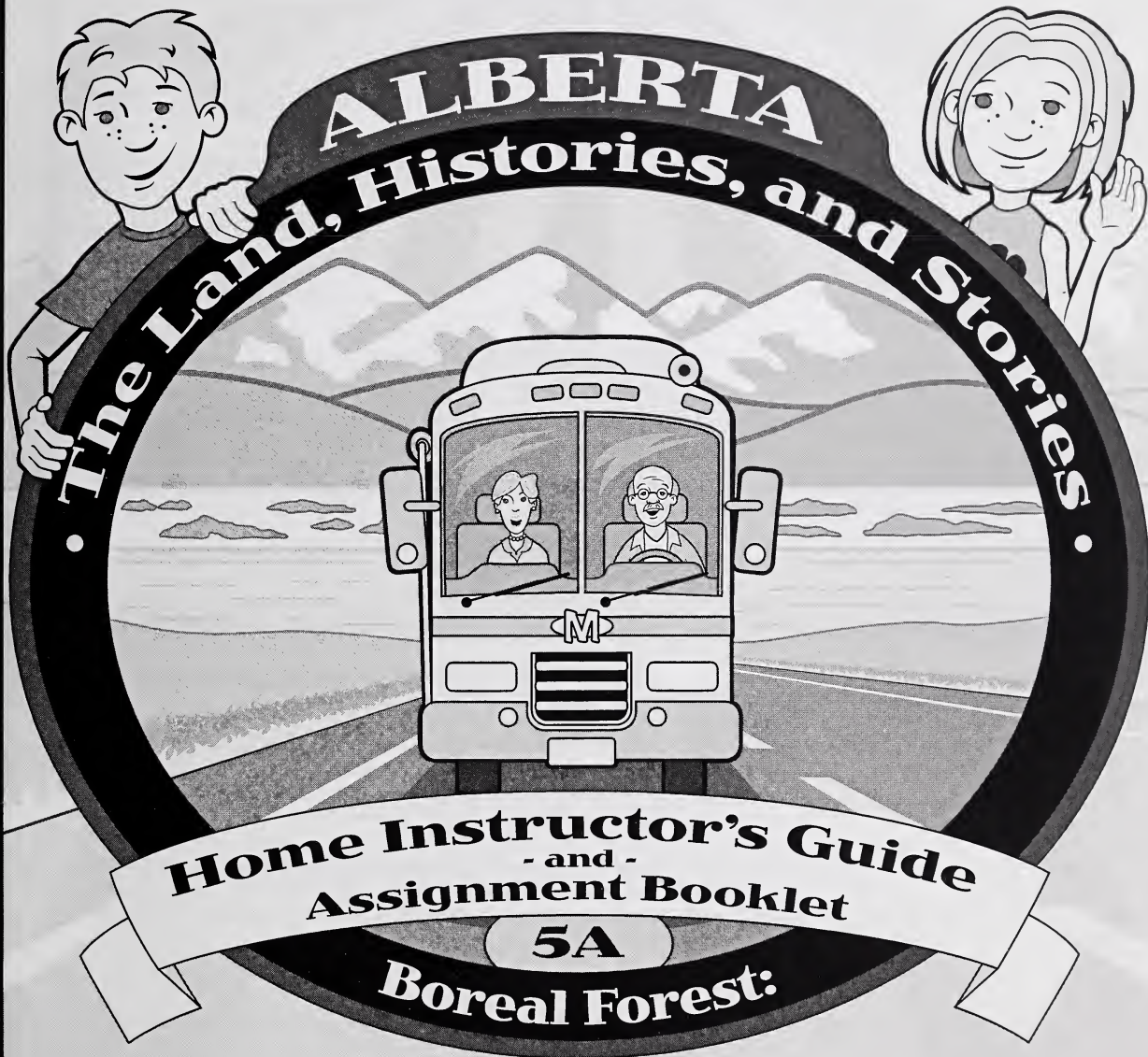
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5A

GRADE

4

# Social Studies



## Trappers, Traders, and Homesteaders



Learning  
Technologies  
Branch

**Alberta**  
EDUCATION

Grade 4 Social Studies  
Module 5: Boreal Forest: Trappers, Traders, and Homesteaders  
Home Instructor's Guide and Assignment Booklet 5A  
Learning Technologies Branch  
ISBN 0-7741-2747-3

**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.**

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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## Table of Contents

<b>Module 5: Boreal Forest: Trappers, Traders, and Homesteaders ....</b>	<b>4</b>
<b>Overview .....</b>	<b>4</b>
<b>Field Trips and Speakers .....</b>	<b>5</b>
<b>Supplemental Reading .....</b>	<b>6</b>
<b>Additional Materials .....</b>	<b>8</b>
<b>Chapter Summaries</b>	
<b>Chapter 1: The Man Who Looked at Stars .....</b>	<b>10</b>
<b>Chapter 2: Slivers of Steel by Sweat of the Brow .....</b>	<b>11</b>
<b>Chapter 3: Where the North Wind Blows .....</b>	<b>11</b>
<b>Chapter 4: More Than Just Forest .....</b>	<b>12</b>
<b>Chapter 5: Of Muskeg and Moss .....</b>	<b>13</b>
<b>Chapter 6: Birds of the Boreal .....</b>	<b>13</b>
<b>Chapter 7: A Land of Contrasts .....</b>	<b>14</b>
<b>Chapter 8: The Bountiful Boreal Forest .....</b>	<b>15</b>
<b>Chapter 9: Festivals, Fairs, and Fires .....</b>	<b>15</b>



# Module 5: Boreal Forest: Trappers, Traders, and Homesteaders

## Overview

In Module 5 the student travels from the Rocky Mountains landform into the Boreal Forest Natural Region. The module begins with Alex, Isabelle, and their grandparents in Jasper, learning about David Thompson and his discoveries in the West. From there, the family travels north. The twins' adventures in this module take place in and around the city of Grande Prairie and the town of Peace River. Alex and Isabelle, along with the student, learn about the unique and fragile boreal forest ecosystem. They study the climate, physical features, and natural resources of the region. They learn about the forestry industry and its impact on the environment and on the people who live there. As they begin to appreciate the ways in which occupations and the economy have been influenced by the natural resources of this region, they come to value and respect their relationships with the environment.

The student follows the twins as they hear the oral history of the First Nations peoples who came to the boreal forests and learned how to survive and thrive there. They listen for the voices of the past in the story of The Northern Lights, as retold by Baba, and imagine the peoples of the boreal forest sharing responsibilities in small kinship groups. The student learns how the peoples who lived in the boreal forests shared their knowledge with newcomers through the stories of Thanadelthur, Matonabee, and Samuel Hearne; and how David Thompson shared his knowledge through his maps and journals. The student learns of changes that came to the peoples of the boreal forest with the arrival of Cree middlemen and HBC fur traders; and later with the arrival of homesteaders by rail, horse, and wagon. The student explores some reasons why newcomers, such as navvies and homesteaders, came to Alberta. They also learn of their great efforts and sacrifices.

## Assessment

The mark distribution is as follows:

### Assignment Booklet 5A

Chapter 1 Assignment	20 marks
Chapter 2 Assignment	5 marks
Chapter 5 Assignment	10 marks
Chapter 7 Assignment	10 marks
Chapter 9 Assignment	15 marks
Total	60 marks

### Assignment Booklet 5B

Chapter 11 Assignment	10 marks
Chapter 13 Assignment	15 marks
Chapter 14 Assignment	10 marks
Chapter 15 Assignment	10 marks
Chapter 17 Assignment	25 marks
Chapter 18 Assignment	30 marks
Total	100 marks

## Field Trips and Speakers

Field trips and speakers can enrich the student's experience and help reinforce concepts. This module provides several opportunities for both.

Recommended field trips include the following:

- museums and art galleries, such as the Jasper-Yellowhead Museum and Archives in Jasper
- the Glenbow Museum in Calgary
- the Boreal Forest Natural Region
- any of the forestry industry mills in the region (Hinton, Grande Prairie, Peace River, Whitecourt, Boyle, Slave Lake, and so on)
- a natural history museum, such as the Royal Alberta Museum in Edmonton, that has excellent dioramas of Alberta wildlife and exhibits of Aboriginal culture

If possible, take the student to a rodeo, gymkhana, or other celebration in Alberta.

Plan a short orienteering course, if possible, on trails within the boreal forest when studying the adventures of mapmaker David Thompson. The most relevant location would be near Jasper; a secondary location may be Grande Prairie. Alternative course locations could be a natural area near the home or an urban block in the community. Review the Chapter 1 Assignment to get ideas.

A field trip to Rocky Mountain House would be an enriching event for your student. Encourage the student to retell the story of David Thompson and Charlotte Small, and talk about the place where they lived and where their first child was born.

Arrange a trip to a local railway museum, such as the Alberta Railway Museum, or visit the website at <http://railwaymuseum.ab.ca>. Visit a train station, such as the C&E (1981) Railway Station Museum in Edmonton, when studying the history of the first Canadian railway.

When learning about the peoples of the Woodlands, visit a local museum, such as the Royal Alberta Museum, or, with permission, a Dene Suliné (Chipewyan), Dunne-za (Beaver), or Dene Tha' (Slavey) reserve in northern Alberta.

A trip to the Telephone Historical Centre would be valuable when discussing early telephones and party lines. Find out more at <http://www.telephonehistoricalcentre.com>.

If opportunities are available, listen to the following speakers discuss landforms, natural regions, climate, and industries covered in the module:

- national and provincial parks employees
- geographers
- meteorologists
- forestry workers
- farmers
- environmentalists

In addition, you may wish to listen to the following speakers discuss the stories and history of First Peoples, explorers, fur traders, pioneers, and builders of the railway:

- First Nations Elders (Observe proper protocols.)
- First Nations artists or storytellers
- speakers from the Native Friendship Centre or other community resource centre
- educators, teachers, or professors in native studies, anthropology, drama, or history from a local school, university, or college

## Supplemental Reading

Many excellent reference books are not written at the student's reading level. They are available at your local library. Refer the student to the relevant passages and encourage the student to skim the information. Encourage him or her to skim the information in reference books. Provide all necessary assistance with vocabulary and concepts.

This website has an extensive list of excellent books for children about the forest:

**<http://www.forestshop.com/children.html>.**

Some of the following books are listed on the website:

- *Ancient Forests: Discovering Nature* (Activity Book), by Anderson, Field, and Stephenson, Dog-Eared Publications, 1994.
- *Cool Woods: A Trip Around the World's Boreal Forest*, by Jane Drake and Ann Love, Tundra Books, 2003.
- *Leo's Tree*, by Debora Pearson, Annick Press, 2004.
- *Meeting Trees*, by Scott Russell Sanders, National Geographic Children's, 1997.
- *One Small Square: Woods*, by Donald M. Silver, McGraw-Hill, 1995.
- *Shelterwood*, by Susan Shetterly, Tilbury House, 1999.
- *Snow Amazing*, by Jane Drake and Ann Love, Tundra Books, 2004.
- *A Walk in The Boreal Forest*, by Rebecca L. Johnson, Carolrhoda Books, 2000.
- *When We Go Camping*, by Margriet Ruurs, Tundra Books, 2001.
- *While a Tree Was Growing*, by Jane Bosveld, Workman Publishing Company, 1997.

Other reference books include the following:

- *The Atlas of Endangered Resources*, by Steve Pollock, Kolai Books, 1995.
- *Canada: The Land*, by Bobbie Kalman, Crabtree Publishing, 2002.
- *Emphasis Art (Third Edition)*, by Frank Wachowiak, Harper/Row Publishers, 1977.
- *Flashback Canada*, by J. Bradley Cruyton and W. Douglas Wilson, Oxford Press, 1987.
- *Footprints on the Land: Tracing the Path of the Athabasca First Nation*, by Athabasca Chipewyan First Nation, 2003.

- *The First Albertans—An Archaeological Search*, by Gail Helgason, Lone Pine Publishing, 1987.
- *The Fur Trader in Rupert's Land*, by Colin Duquemin, Vanwell Publishing Limited, 1992.
- *Great Canadian Lives: Portraits in Heroism to 1867*, by Karen Ford, Janet MacLean, and Barry Wansbrough, Nelson Canada, 1985.
- *Journey Through Canada*, by Richard Tames, Troll Associates, 1997.
- *Landscapes of Alberta*, by Lynda Hoffman and Pat Redhead, Alberta Education, 1979.
- *The Magical Earth Secrets*, by Della Burford, Vancouver: Western Canada Wilderness Committee, 1990.
- *Protecting Our Air, Land, and Water*, by Gary Chandler and Kevin Graham, Lerner Publishing Group, 1996.
- *The Story Behind Alberta Names*, by Harry M. Saunders, Red Deer Press, 2004.
- *The Story of Canada*, by Janet Lunn and Christopher Moore, Lester Publishing, 1993.
- *A Traveller's Guide to Geological Wonders in Alberta*, by R. Mussieux and M. Nelson, The Provincial Museum of Alberta, 1998.

Oral stories should be read out loud. Following are suggested resources for creation/how/why stories:

- *How We Saw the World: Nine Native Stories of the Way Things Began*, by C. J. Taylor, Tundra Books, 1993.
- *Keepers of the Animals*, by Michael J. Caduto and Joseph Bruchac, Fifth House Publishers, 1991.

A variety of books about the northern lights are available at the student's reading level. Possible resources include the following:

- *Introducing Northern Lights: The Science, Myth, and Wonder of Aurora Borealis*, photography by Calvin Hall and Daryl Pederson, essay by George Bryson, Sasquatch Books, 2001.
- *Northern Lights: The Soccer Trails*, by Michael Kusugak, illustrated by Vldyana Kryorka, Annick Press, 1993.

Other books are available on these topics. Check with the reference librarian at your local library.

The following materials may be ordered from Alberta Environment:

- Alberta Topography poster
- Caring for the Land poster kit
- Alberta Wildlife Viewing Guide
- A Traveller's Guide to Spaceship Earth poster kit
- EnviroKids Investigate Forest Health
- Between the Stands
- cone kits
- Native Trees of Alberta poster
- Fire, Forests, and Me, with Bertie Beaver
- Forest Disease poster
- Forest Insect poster
- Waste Watchers activity booklet
- Composting Goes to School
- Let's Recycle poster kit

- A Matter of Waste poster kit
- Wetlands: Webbed Feet Not Required poster kit
- EnviroKids Find Out About Fish activity book
- Alberta Species at Risk brochures
- Introductory Guide to Species at Risk in Alberta
- Burrowing Owl
- EnviroKids Celebrate the Environment
- The Home We Share poster kit

To receive the material free of charge, phone (780) 944-0313 or 310-0000 (toll-free outside of Edmonton). You may also e-mail [env.infocent@gov.ab.ca](mailto:env.infocent@gov.ab.ca).

## Additional Materials

In Chapters 13, 14, 15, 17, and 18, the student will design a clay relief map of western Canada. Be sure the following materials are available:

- heavy cardboard, heavy railroad board, plywood, or some other firm backing measuring at least 17" x 11" (43 cm x 28 cm)
- moist modelling clay (enough to cover the board and make a relief map of Canada)
- plastic garage bag to keep clay moist
- newspapers to cover work area
- variety of tools for adding texture: sticks, brush, plastic forks, cord, bark, nuts, etc.
- toothpicks and sharp pencil
- map of Canada
- map of Alberta
- water soluble paints (e.g., poster paint, tempera, or latex)
- paintbrush(es)
- film or digital camera capable of taking eight colour exposures

## Websites

The following websites may contain important information for Module 5:

*Passageways: True Tales of Adventure for Young Explorers*  
<http://www.collectionscanada.ca/explorers/kids/h3-1640-e.html>

*Park's Canada: Rocky Mountain House National Historic Site of Canada*  
[http://www.pc.gc.ca/lhn-nhs/ab/rockymountain/index\\_e.asp](http://www.pc.gc.ca/lhn-nhs/ab/rockymountain/index_e.asp)

*Kid's Site of Canadian Trains*  
<http://www.collectionscanada.ca/trains/kids/index-e.html>



*borealforest.org*

**<http://www.borealforest.org/index.php>**

*Canadian Wildlife Service: Hinterland Who's Who*

**[http://www.hww.ca/index\\_e.asp](http://www.hww.ca/index_e.asp)**

*Alberta, Naturally: Habitat Audio Tour*

**[http://www.abheritage.ca/abnature/parklands/pma\\_visual.htm#audiotour](http://www.abheritage.ca/abnature/parklands/pma_visual.htm#audiotour)**

*Alberta's Special Places: Alberta's Endangered Species*

**<http://raysweb.net/specialplaces/pages/species.html>**

*World's Boreal Forests: Animal and Plant Species*

**[http://www.borealforest.org/world/world\\_species.htm](http://www.borealforest.org/world/world_species.htm)**

*Environment Canada: National Climate Archive*

**<http://climate.weatheroffice.ec.gc.ca/>**

*Auroras: Paintings in the Sky*

**<http://cse.ssl.berkeley.edu/segwayed/lessons/auroras/index.html>**

*Canadian Space Agency: Aurora Borealis*

**[http://www.space.gc.ca/asc/eng/missions/sts-097/kid\\_aurora.asp](http://www.space.gc.ca/asc/eng/missions/sts-097/kid_aurora.asp)**

*National Aeronautics and Space Administration: P.O.E.T.R.Y.*

**<http://image.gsfc.nasa.gov/poetry/>**

*Shooting the Aurora Borealis*

**<http://www.ptialaska.net/~hutch/aurora.html>**

*Jan Curtis Images of the Aurora: Aurora's Northern Nights*

**<http://climate.gi.alaska.edu/Curtis/curtis.html>**

*Threads of the Land: Two Hundred Years of Dene Clothing*

**<http://www.civilization.ca/aborig/threads/thred01e.html>**

*Hudson's Bay Company Digital Collection*

**<http://collections.ic.gc.ca/hbc/ind1en.htm>**

*Canadian Museum of Civilization: Ethnology*

**<http://www.civilization.ca/collect/colethne.html>**

*HBC Learning Centre: E-Books*

**<http://www.hbc.com/hbcheritage/learning/ebooks/>**

*Passageways: True Tales of Adventure for Young Explorers*

**<http://www.collectionscanada.ca/explorers/kids/h3-1610-e.html>**

*Parks Canada: Prince of Wales Fort National Historic Site of Canada*

**[http://www.pc.gc.ca/lhn-nhs/mb/prince/index\\_e.asp](http://www.pc.gc.ca/lhn-nhs/mb/prince/index_e.asp)**

*The Telephone Historical Centre*

**<http://www.telephonehistoricalcentre.com/>**

*The Alberta Railway Museum*

**<http://railwaymuseum.ab.ca/home.html>**

# Chapter Summaries

## Chapter 1: The Man Who Looked at Stars

This chapter should take approximately 40 minutes to complete.

### Objective

The focus is on the great Canadian mapmaker, David Thompson, and his amazing maps that are still relevant today.

### Instructional Strategies

Help the student understand that while the scope and accuracy of Thompson's maps was an astounding achievement and was a huge help to the traders and settlers, First Nations people mapped the routes and characteristics of the rivers in their memory and travelled on them long before European explorers and fur traders.

Use the poem to introduce the student to the landscape of Canada and Alberta that Thompson saw and recorded. With the student, read the stories of David Thompson's life as he explored and mapped the lands whose rivers flowed into Hudson Bay. For additional information on David Thompson, you may wish to visit the *Passageways: True Tales of Adventure for Young Explorers* website:

<http://www.collectionscanada.ca/explorers/kids/h3-1640-e.html>

Discuss the importance of three key individuals who helped Thompson achieve his goals. Primarily, discuss the immense courage of his wife of 60 years, Charlotte Small, whose love created a stable home for a man who left his family behind in England, and whose knowledge of routes of her ancestors assisted in his mapmaking. Talk about the role of the Piikani leader who taught David Thompson both the Algonquian language and the ways of survival on the lands few white people had visited. Thirdly, discuss David's fortunate meeting with cartographer and mentor Philip Turnor, who taught Thompson the skills of surveying and mapmaking. Finally, use the diary excerpt to help the student appreciate the immense hardships Thompson overcame when mapping the land.

An orienteering game designed by you and played with friends in a park or natural area would be fun for the student and would help prepare the student for the Chapter 1 Assignment.

A field trip to Rocky Mountain House would be an enriching event for your student. Encourage the student to retell the story of David Thompson and Charlotte Small, and talk about the place where they lived and where their first child was born. You may wish to visit *Parks Canada's Rocky Mountain House National Historic Site* website at [http://www.pc.gc.ca/lhn-nhs/ab/rockymountain/index\\_e.asp](http://www.pc.gc.ca/lhn-nhs/ab/rockymountain/index_e.asp).

Review new vocabulary throughout the module and, whenever possible, incorporate it into conversation. Remind the student to include any new websites and links in his or her Internet Journal for future assignments.

At the end of the chapter, direct the student to the Chapter 1 Assignment in Assignment Booklet 5B.

## Chapter 2: Slivers of Steel by Sweat of the Brow

This chapter should take approximately 40 minutes to complete.

### Objective

The focus is on the story of the first trans-Canadian railway and the immense difficulties encountered by the men who built it.

### Instructional Strategies

With the student, explore the circumstances surrounding the building of the first Canadian railway, seen primarily through the eyes of the workers. Talk about the particular problems and solutions when building each section. Remind the student that the building of each section was fraught with hardships, exhaustion, and even death for the workers, as well as huge risks for Canada's prime minister, Sir John A. Macdonald. Assist your student as necessary to view "Canadian Pacific Railway" and "Nitro" on the Grade 4 Social Studies Multimedia CD.

Use two versions of the story of the "last spike" to introduce a discussion of the conditions of workers and the leaders. Particularly compare the relentless drive of William Van Horne, the main supervisor; Andrew Onderdonk, who supervised building through the dangerous mountains; and Major A. B. Rogers, after whom the Rogers Pass is named, with the conditions of the men who worked long hours for little pay.

Touch on the problems that arose when the railway encroached on the reserve lands of the Siksika (Blackfoot) people. Crowfoot agreed to its presence through his desire for stability for his people.

If possible, invite a speaker from the railway museum or a historical society to share railway stories.

If time permits, explore the decision of two businessmen, Donald Smith and George Stephen, to fund the railway, their near-bankruptcy, and the great profit they realized when the railway was completed.

For additional information, see the *Kid's Site of Canadian Trains* at the following web address:

**<http://www.collectionscanada.ca/trains/kids/index-e.html>**

At the end of the chapter, direct the student to the Chapter 2 Assignment in Assignment Booklet 5A.

## Chapter 3: Where the North Wind Blows

This chapter should take approximately 40 minutes to complete.

### Objective

This chapter introduces the student to the Boreal Forest Natural Region.

### Instructional Strategies

The student traces the route the family took from Calgary to Jasper on the map of Alberta. Assist the student if necessary.

Have the student show you the Yellowhead Highway, Highway 40, and the town of Grande Cache on a map of Alberta.

Review the landforms and natural regions of Alberta with the student. Discuss the differences between each. (See Chapters 4 and 9 in Module 1.)

With the student, figure out which provinces and territories have a great deal of boreal forest, which ones have less, and why that is. Nunavut has little forest because it is covered by tundra. British Columbia has less because of its mountain ranges. British Columbia also has a different forest, the temperate rain forest.

Help the student locate Hinton and William A. Switzer Provincial Park on the map of Alberta.

## Chapter 4: More Than Just Forest

This chapter should take approximately 40 minutes to complete.

### Objective

This chapter focuses on the vegetation and geography of the boreal forest.

### Instructional Strategies

Together with the student, study the map of the boreal forest that is provided in the chapter. Have the student point out the southern border of the forest (the North Saskatchewan River), the parkland area of Peace River and Grande Prairie, and the Canadian Shield in the north.

Discuss the types of forests found in the boreal forest and the new terms *muskeg*, *bog*, *lichen*, and *kettle pond*. Encourage the student to find information about these new terms and the boreal forest on websites at home or at the local library. One suggested site is <http://www.borealforest.org/index.php>.

The student should by now be very familiar with using the computer, doing Internet searches, and finding specific websites from URLs. Review how to determine what is valuable information and which pictures are significant when researching a project. For example, the student may be interested in researching birds of the boreal forest. After finding several websites in a search engine, go into each site, study it, and click on links that may have information about birds. Have the student read the information, identify the main ideas and keywords, and jot the key ideas down. Afterwards, the notes are put in logical order. The student then develops a draft for the topic and writes the paragraph. A bibliography should be included. It is always important to tell where the information came from.

Show the student how to download or print pictures from a website. To retrieve a picture using Windows, right-click on the picture. This will open a list of options. Choose “Save Picture or Image” or “Print Picture” from the list of options. To retrieve a picture on a Macintosh computer, control-click on the picture. Then choose “Save Picture or Image” or “Print Picture” from the list of options.



## Chapter 5: Of Muskeg and Moss

This chapter should take approximately 40 minutes to complete.

### Objective

This chapter deals with the muskeg of the boreal forest and the organisms that live there.

### Instructional Strategies

Help the student find information about the northern pitcher plant.

At the end of the chapter, direct the student to the Chapter 5 Assignment in Assignment Booklet 5A.

### Beyond the Story

Encourage the student to find more information about the insects, berries, and herbs found in the boreal forest.

## Chapter 6: Birds of the Boreal

This chapter should take approximately 40 minutes to complete.

### Objective

This chapter focuses on the wildlife of the boreal forest and the consequences of harming their habitat.

### Instructional Strategies

Discuss the reasons why birds have less chance of survival outside of national and provincial parks:

- They are not protected against hunting.
- Their habitat can be damaged or destroyed by industrial development and pollution if it is not protected.

Assist your student as necessary to view “Bird Walk” on the Grade 4 Social Studies Multimedia CD.

Find out more about the whooping crane, peregrine falcon, and the trumpeter swan by visiting the *Hinterland Who’s Who* website at [http://www.hww.ca/index\\_e.asp](http://www.hww.ca/index_e.asp). Once there, click on the “Video and Sound Clips Library” and select the appropriate species from the drop-down menu. You may also access a detailed information sheet of these and other endangered animals at this site. Ensure your student adds useful websites to his or her Internet Journal.

Encourage the student to find out more about endangered species on the Internet or at the local library. The student may also look for articles in newspapers and magazines on a regular basis.

After the student completes question 3, talk about the different birds and animals that live in the boreal forest.

Have the student listen to the audio segment about the trumpeter swan and white pelican at [http://www.abheritage.ca/abnature/parklands/pma\\_visual.htm#audiotour](http://www.abheritage.ca/abnature/parklands/pma_visual.htm#audiotour).

## Beyond the Story

This chapter includes two optional Beyond the Story activities. In the first, the student finds out more about endangered and threatened wildlife and vegetation in Alberta. One useful site may be found at <http://raysweb.net/specialplaces/pages/species.html>.

In the second Beyond the Story activity, the student researches and draws pictures of a favourite animal of the boreal forest. The following site has useful information for this exercise:

[http://www.borealforest.org/world/world\\_species.htm](http://www.borealforest.org/world/world_species.htm)

## Chapter 7: A Land of Contrasts

This chapter should take approximately 40 minutes to complete.

### Objective

This chapter focuses on the climate of the boreal forest, factors that determine the climate, and how the vegetation and wildlife of the boreal forest adapt to the environment.

### Instructional Strategies

Talk about the factors that determine climate in the boreal forest. Compare the climate of the boreal forest with the climate in the student's region.

Discuss how vegetation and wildlife adapt to the environment in the boreal forest and in the student's own region.

At the end of the chapter, direct the student to the Chapter 7 Assignment in Assignment Booklet 5A.

## Beyond the Story

This chapter includes two optional Beyond the Story activities. In the first activity, the student makes a chart to compare the temperature and precipitation in his or her community with a city in the boreal forest. Have the student go to <http://climate.weatheroffice.ec.gc.ca>. Once there, the student may select the language of choice. In the left margin, have the student click on the link "Climate Normals and Averages." Then have the student choose a month and a temperature and precipitation statistic to compare with a city in the Boreal Forest Natural Region. Have the student share the findings on the chart with family members.

In the second Beyond the Story activity, the student investigates how animals of the boreal forest adapt to their environment. Have the student share his or her findings and picture with family members.

## **Chapter 8: The Bountiful Boreal Forest**

This chapter should take approximately 40 minutes to complete.

### **Objective**

This chapter focuses on recreational activities in the boreal forest, the influence of the natural environment and resources on the growth and development of the area, and the ways physical geography and natural resources determined the establishment of communities in the region.

### **Instructional Strategies**

With the student, discuss why there may be fewer tourists than in the other regions of Alberta, such as being difficult to get to or not being as well marketed as other areas, and not having the popularity of other areas. Ask the student if these may be the same reasons why fewer people live in the region.

Have the student compare the number of roads and communities in the Boreal Forest Natural Region with the other regions and landforms. Ask the student why there are fewer roads and communities in the boreal forest than in the other regions.

Talk to the student about the economic development of the boreal forest: how communities rely on the extraction industries of forestry and oil and gas; the reliance of communities in the Peace River Valley on agriculture; and the developing tourism industry.

Assist the student as needed to find recreational activities in the Boreal Forest Region on the Internet.

Discuss recreational activities in the student's region and how they compare to recreational activities in the boreal forest.

## **Chapter 9: Festivals, Fairs, and Fires**

This chapter should take approximately 40 minutes to complete.

### **Objective**

This chapter deals with recreational sites and activities in the boreal region and how forest fires are necessary for the survival of the forest.

### **Instructional Strategies**

With the student, talk about celebrations held in the local community. Discuss the events the student attends and why he or she enjoys them. Ask the student to think why people hold these kinds of events in their communities and why others enjoy going to them.

With the student, figure out the percentage of the boreal forest where forest fires have occurred (approximately 35% or one-third of the boreal forest).

At the end of the chapter, direct the student to the Chapter 9 Assignment in Assignment Booklet 5A.





## ASSIGNMENT BOOKLET 5A

Grade 4 Social Studies  
Module 5: Chapters 1–9

### Home Instructor's Comments and Questions

\_\_\_\_\_  
Home Instructor's Signature

### FOR SCHOOL USE ONLY

Assigned Teacher:  
\_\_\_\_\_

Date Assignment Received:  
\_\_\_\_\_

Grading:  
\_\_\_\_\_

Additional Information:  
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### FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:  
  
\_\_\_\_\_

Date Submitted:  
  
\_\_\_\_\_

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for  
correct course and module.*

### Teacher's Comments

\_\_\_\_\_  
Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

## INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

### MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

### FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

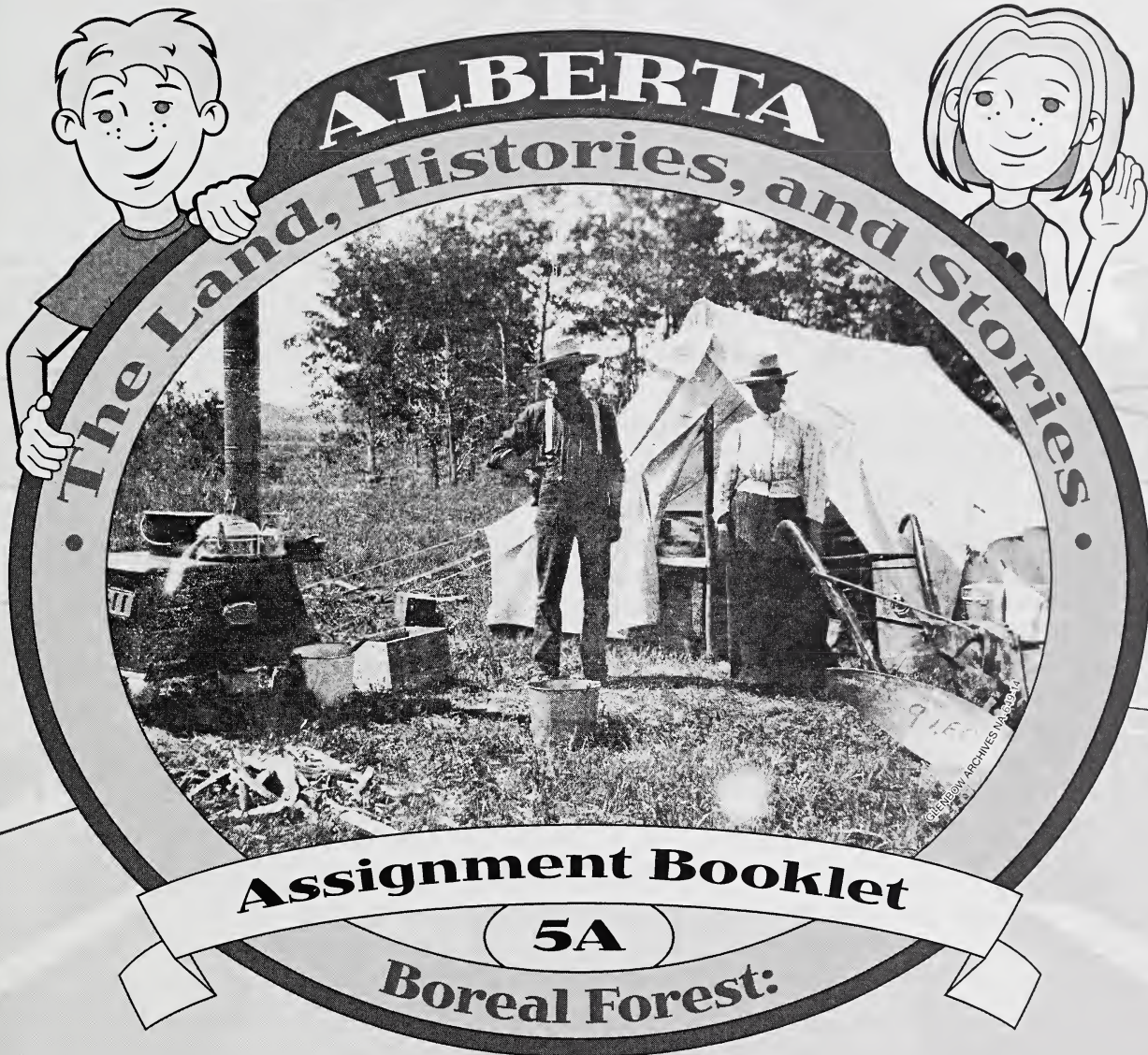
### E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

GRADE

4

# Social Studies



**Trappers, Traders, and Homesteaders**



Learning  
Technologies  
Branch

**Alberta**  
EDUCATION



## FOR TEACHER'S USE ONLY

### Summary

	Total Possible Marks	Your Mark
Chapter 1 Assignment	20	
Chapter 2 Assignment	5	
Chapter 5 Assignment	10	
Chapter 7 Assignment	10	
Chapter 9 Assignment	15	
	60	

### Teacher's Comments

Grade 4 Social Studies  
Module 5: Boreal Forest: Trappers, Traders, and Homesteaders  
Assignment Booklet 5A  
Learning Technologies Branch

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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**ASSIGNMENT BOOKLET 5A**  
**GRADE 4 SOCIAL STUDIES: MODULE 5**  
**CHAPTER 1 ASSIGNMENT TO CHAPTER 9 ASSIGNMENT**

This Assignment Booklet is worth 60 marks out of the total 160 marks for the assignments in Module 5. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate chapter. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

20

**Chapter 1 Assignment: The Man Who Looked at Stars**

Orienteering is a cross-country contest in which competitors use a map and a compass to find their way through unfamiliar territory. The course designer plans the directions for participants by providing special clues.

David Thompson used a compass and a sextant to find his way through unfamiliar territory. He made a very complex orienteering map. Then he used the information to make paper maps that he shared with others.

First Nations people didn't carry a compass or a map when they found their way along an unknown river or through unfamiliar territory. Instead, they looked for and remembered natural landmarks, such as large boulders, unusually shaped trees, or small islands. On the return journey, they used the landmarks to find their way back. When they returned home, they shared the information with others so they could also find their way.

1. Imagine that you had to rely on that method of travelling today. How could you use it to help you as you walk around a city block? Imagine that you're walking around a city block that you've never seen before in your community or a nearby community. Imagine the street **without** any houses, signs, lights, fire hydrants, or cars.
  - a. Walk along the street and remember **natural objects or features** that would help you find your way. Continue around the block until you've returned to your starting point.

Walk around the block and observe what you see.

- ④      b. Draw the block from memory. Along each side of the block, draw **at least one** natural clue.
- ①      c. Include a title for your map.

Legend

- ① 2. Invite a friend to test your map. Walk along with your friend and observe what happens. Each time your friend discovers a clue, make a note.

Were the symbols clear? Yes \_\_\_\_ No \_\_\_\_

3. Draw a second map. Change any symbols from the first map that were unclear.

- ④ a. Draw a second map with any changed symbols.

Legend

- 8 b. Draw the symbols in a legend and write what they represent.
- 2 c. Colour your map and label it with a title.



Turn to Chapter 2 in the Module 5 Student Module Booklet.

5

## Chapter 2 Assignment: Slivers of Steel by Sweat of the Brow

The building of the railway was a huge undertaking that linked Canada from sea to sea. Circle the correct answer to the following multiple-choice questions about the railway.

- 1 1. The labourers from many countries who built the railway were called
  - A. roadies
  - B. immigrants
  - C. navvies
  - D. enemy aliens
- 1 2. The supervisor in charge of building the Canadian Pacific Railway was
  - A. Donald Smith
  - B. William Van Horne
  - C. Major A. B. Rogers
  - D. Andrew Onderdonck
- 1 3. The completion of the railway was marked with the ceremonial pounding of the
  - A. steel rails
  - B. wooden ties
  - C. caboose
  - D. last spike



- ① 4. The Blackfoot leader who opposed building the railway over lands granted his people in Treaty 7 was
- A. Crowfoot
  - B. Poundmaker
  - C. Red Crow
  - D. Matonabbee
- ① 5. The friend of the Blackfoot people who convinced their leader to accept additional lands in exchange for allowing the railway to be built across their lands was
- A. Colonel Macleod
  - B. Father Lacombe
  - C. Jerry Potts
  - D. Donald Smith



Turn to Chapter 3 in the Module 5 Student Module Booklet.

10

**Chapter 5 Assignment: Of Muskeg and Moss**

Answer the following questions about the northern pitcher plant.

- 2 1. Why do you think the plant has “pitcher” in its name?

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- 2 2. Where is the plant commonly found?

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- 2 3. There is something very unusual about this plant. What is it?

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- 4 4. Draw and colour the plant in the space below.



Turn to Chapter 6 in the Module 5 Student Module Booklet.

10

**Chapter 7 Assignment: A Land of Contrasts**

2

1. Give one reason why the winters in the boreal forest are so cold.

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2. Give one reason why there is little precipitation in the boreal forest.

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3. Explain what *permafrost* means.

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4. Imagine you are going on a trip to the boreal forest for a few weeks in the summer. What kind of clothes would you pack? Explain why. Answer in complete sentences.

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Turn to Chapter 8 in the Module 5 Student Module Booklet.

15

**Chapter 9 Assignment: Festivals, Fairs, and Fires**

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1. You learned that people get together in their communities. Explain why people like to do that. Give at least two reasons. Use complete sentences.

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4

2. List four different types of events that people hold in their communities.

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3. You hear that there is a forest fire burning somewhere in the boreal forest. Give one reason why you might be concerned.

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5

4. Give two reasons why you think it's good for the fire to burn naturally in the forest. Answer in complete sentences.

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Turn to Chapter 10 in the Module 5 Student Module Booklet.





